

## FINANCIAL SERVICES MARKETING

Financial Services Marketing offers students an opportunity to gain knowledge and develop skills related to the financial services industry. In this course the student will study the impact of today's financial markets on the economy and in consumer decisions.

Recommended Credits:	1/2 – 3*
Recommended Grade Levels:	11 <sup>th</sup> , 12 <sup>th</sup>
Course Substitution:	Economics

**\*Note 1:** Standards to be completed for ½ credit are identified with one asterisk (\*). Additional standards to be completed for 1 credit are identified with two asterisks (\*).  
A paid, credit-generating work-based learning component is recommended for advanced students.



## **Financial Services Marketing**

### **\*STANDARD 1.0**

The student will recognize the types and functions of financial institutions and credit options available.

### **\*\*STANDARD 2.0**

The student will examine the marketing strategies utilized by financial institutions.

### **\*STANDARD 3.0**

The student will gain an understanding of economic concepts and principles in a global economy.

### **\*STANDARD 4.0**

The student will interpret checking, savings, and investment options offered through various financial institutions.

### **\*\*STANDARD 5.0**

The student will analyze the variety of sources and types of credit available, including legal aspects of credit and collection procedures.

### **\*\*STANDARD 6.0**

The student will examine sources and types of capital funding.

### **\*\*STANDARD 7.0**

The student will analyze existing technology as it relates to financial services marketing.

### **\*STANDARD 8.0**

The student will apply organizational and leadership skills.

### **\*\*\*STANDARD 9.0**

The student will analyze how financial services marketing principles are applied in a specific work-based learning experience.

### **\*STANDARD 10.0**

The student will apply and relate subject matter to financial services marketing.

## **Financial Services Marketing**

**COURSE DESCRIPTION:** The course will include basic marketing concepts relevant to the finance industry. Subject matter will include financial services marketing, banking and investment services, operations, mathematical calculations, credit and collections, business financing, and insurance and risks.

### **STANDARD 1.0**

The student will recognize the types and functions of financial institutions and credit options available.

#### **LEARNING EXPECTATIONS**

The student will:

- 1.1 Examine the different types of financial institutions and their functions.
- 1.2 Evaluate career opportunities available in the financial services industry.

#### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 1.1 Compares and contrasts different types of financial institutions by services provided.
- 1.2 Investigates and reports the career options in the financial services industry.

#### **INTEGRATION/LINKAGES**

Language Arts, Economics, History, International Business and Marketing, Sociology, Government, Business Finance

#### **SAMPLE PERFORMANCE TASKS**

- Using the *Occupational Outlook Handbook* and other resources, research three careers and describe the marketing aspect of each. Choose one for a class presentation.
- Survey the community as to the types of financial institutions and services offered.

### **STANDARD 2.0**

The student will examine the marketing strategies utilized by financial institutions.

#### **LEARNING EXPECTATIONS**

The student will:

- 2.1 Analyze the marketing concept as it relates to financial institutions.
- 2.2 Identify markets segments.
- 2.3 Analyze marketing mix as it relates to financial institutions.
- 2.4 Appraise the impact of competition among financial institutions.

#### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 2.1 Examines relationship between profit and customer satisfaction.
- 2.2 Compares mass and target marketing as used by financial institutions.
- 2.3 Interprets the importance of price, place, product, and promotion in financial services marketing.
- 2.4 Investigates competitive advantages and disadvantages among local institutions.

### INTEGRATION/LINKAGES

Accounting, Mathematics, Language Arts, Family and Consumer Sciences, Business Law, History, Psychology, Sociology, Government

### SAMPLE PERFORMANCE TASKS

- Develop a marketing plan for a service offered by a financial institution (i.e., checking account targeted to college students).
- Report on the impact of deregulation on competition among institutions.

### STANDARD 3.0

The student will gain an understanding of economic concepts and principles in a global economy.

### LEARNING EXPECTATIONS

The student will:

- 3.1 Differentiate between the types of economic systems including the interrelationship of business, government and individuals.
- 3.2 Assess economic concepts globally.
- 3.3 Analyze the free enterprise system.
- 3.4 Examine economic indicators and business cycles.
- 3.5 Demonstrate a knowledge of international trade.
- 3.6 Evaluate the relationship of cost/profit to supply and demand.
- 3.7 Evaluate the effects of monetary and fiscal policies on economic decisions.
- 3.8 Examine the relationship of values/beliefs to economic goals.

### PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 3.1 Compares and contrasts the ways economic systems answer the basic economic questions utilizing resources available.
- 3.2 Categorizes the economic concepts of the various economic systems.
- 3.3a Debates the role of government regulation in business.
- 3.3b Compares the types of businesses in a free enterprise system.
- 3.4 Compares and contrasts the economic indicators' impact on the business cycle including employment, growth, and inflation factors.
- 3.5 Evaluates the advantages and disadvantages of international trade.
- 3.6 Researches the impact of productivity in relation to cost/profit, supply, demand, and national income.
- 3.7 Debates the effects of monetary policies on international trade agreements.

3.8 Evaluates the effect of cultural beliefs on economic decisions in a country.

### INTEGRATION/LINKAGES

Mathematics, Social Studies, Language Arts, Science, Technology, DECA

### SAMPLE PERFORMANCE TASKS

- Prepare a supply and demand curve for a product in the school store, identifying equilibrium, and price. Give a rationale for the curve.
- Choose a country and compare its economy to that of the United States.

### **STANDARD 4.0**

The student will interpret checking, savings, and investment options offered through various financial institutions.

### LEARNING EXPECTATIONS

The student will:

- 4.1 Examine the procedures for cashing and issuing checks in a financial institution.
- 4.2 Investigate the procedures for handling various types of deposits.
- 4.3 Analyze investment options such as savings accounts, individual retirement accounts, money market accounts, stocks, bonds, etc.

### PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 4.1 Diagrams the movement of a check from the point of issue through the Federal Reserve System to its final destination.
- 4.2 Analyzes procedures for handling deposits and withdrawals.
- 4.3 Compares and contrasts three investment options.

### INTEGRATION/LINKAGES

Accounting, Mathematics, Language Arts, Family and Consumer Sciences, Business Law, History, Psychology, Sociology, Government

### SAMPLE PERFORMANCE TASKS

- Play a stock market game.
- Role-play check cashing, opening savings accounts, and making withdrawals from savings.

### **STANDARD 5.0**

The student will analyze the variety of sources and types of credit available, including legal aspects of credit and collection procedures.

### LEARNING EXPECTATIONS

The student will:

- 5.1 Compare and contrast institutions that provide credit and the types of credit provided.
- 5.2 Examine the characteristics and requirements for obtaining various types of credit.
- 5.3 Evaluate the importance of credit monitoring institutions.
- 5.4 Assess the legal aspects of credit.

#### PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 5.1 Analyzes the sources that provide credit such as commercial banks, credit unions, finance companies, and savings and loan institutions, retail stores, petroleum companies, insurance companies, etc.
- 5.2 Explains the characteristics of open charge accounts, installment accounts, revolving charge accounts, budget plans and lay-a-way.
- 5.3 Analyzes the function of credit monitoring institutions on the credit process.
- 5.4 Summarizes current credit legislation.

#### INTEGRATION/LINKAGES

Mathematics, Government, Language Arts, History

#### SAMPLE PERFORMANCE TASKS

- Develop a list of examples that would adversely affect a person's ability to obtain credit.
- From a sample credit application, determine if an applicant meets guidelines for obtaining credit.
- Evaluate a credit report.

#### **STANDARD 6.0**

The student will examine sources and types of capital funding.

#### LEARNING EXPECTATIONS

The student will:

- 6.1 Analyze the requirements considered in granting credit.
- 6.2 Evaluate credit options.
- 6.3 Analyze the sources and types of capital.
- 6.4 Examine a financial plan.

#### PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 6.1 Analyzes credit guidelines from various financial institutions.
- 6.2 Contrasts credit options available such as owner's equity, bank loans and individual investors.
- 6.3 Proposes five sources of capital.
- 6.4 Constructs a financial plan including a budget, a balance sheet, and a profit and loss

statement.

### INTEGRATION/LINKAGES

Mathematics, Accounting, Finance, Language Arts, Economics, Government, Business Law

### SAMPLE PERFORMANCE TASKS

- Prepare a business plan that includes evaluating location, type of ownership, operating expenses, planned sources of capital, budget, balance sheet, and profit and loss statement.
- Business and Financial Services Marketing Research project in DECA competition.

### **STANDARD 7.0**

The student will analyze existing technology as it relates to financial services marketing.

### LEARNING EXPECTATIONS

The student will:

- 7.1 Examine technological applications in financial services.
- 7.2 Explore computer technology and electronic equipment in offering financial services.

### PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 7.1 Determines the effect of technological advancements on specific financial functions.
- 7.2 Describes the role of technology in financial services.

### INTEGRATION/LINKAGES

Science, Language Arts, Mathematics, Computer Technology, History, Psychology, Sociology

### SAMPLE PERFORMANCE TASKS

- Go to a bank and learn how the computers and electronic equipment are used by tellers.
- Interview a local bank manager. Ask him or her to describe how the use of computers has changed banking. Write a report on your findings.
- Describe how the customer has evolved in the transition from the home-town bank to the corporate banking system.
- Select a financial institution and identify how specific target markets are served through technology (i.e., Internet banking for “technologically inclined”).

### **STANDARD 8.0**

The student will apply organizational and leadership skills.

### LEARNING EXPECTATIONS

The student will:

- 8.1 Examine the purpose and principles of DECA.
- 8.2 Develop leadership skills through class-related regional, state and national activities of DECA.

#### PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 8.1 Identifies purposes and principles of the organization, creed, motto, and emblem.
- 8.2 Practices leadership skills in DECA competitive events.

#### INTEGRATION/LINKAGES

Mathematics, Language Arts, Psychology, Sociology, History, Speech, Business Law, Accounting, Economics

#### SAMPLE PERFORMANCE TASKS

- Perform Business and Financial Services Marketing Research -- DECA competitive event.

#### **STANDARD 9.0**

The student will analyze how financial services marketing principles are applied in a specific work-based learning experience.

#### LEARNING EXPECTATIONS

The student will:

- 9.1 Demonstrate interview, application and writing skills necessary for job attainment.
- 9.2 Compare career options in financial services marketing and the required education and training.

#### PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 9.1 Completes a job application and interview for a specific job in financial services marketing.
- 9.2 Investigates career options in financial services marketing.

#### INTEGRATION/LINKAGES

Language Arts, Government, Business Law, Mathematics, Accounting,

#### SAMPLE PERFORMANCE TASKS

- Participate in mock interviews.
- Develop a career presentation for a chosen career in financial services.

#### **STANDARD 10.0**

The student will apply and relate subject matter to financial services marketing.



## LEARNING EXPECTATIONS

The student will:

### **Language and Fine Arts**

- 10.1 Utilize proper grammar and writing skills.
- 10.2 Utilize effective communication skills.
- 10.3 Assess the value of art and design in financial services.

### **Mathematics**

- 10.4 Demonstrate an understanding of the properties of real numbers.
- 10.5 Apply algebraic procedures to solve equations and interpret results.
- 10.6 Interpret real data.
- 10.7 Demonstrate competency of rates and other direct and indirect measurements.

### **Science**

- 10.8 Examine environmental issues in financial services operations.

### **Social Studies**

- 10.9 Assess the impact of historical events on the financial services industry.
- 10.10 Explore psychological and sociological patterns of individuals.
- 10.11 Analyze characteristics of a population.
- 10.12 Examine legal and ethical issues affecting financial services institutions.
- 10.13 Evaluate economic principles as they apply to the financial services industry.

## PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

### **Language and Fine Arts**

- 10.1 Generates original ideas based on prior knowledge and research related to the financial services industry.
- 10.2 Plans appropriate methods of internal and external communication.
- 10.3 Assesses the value of art and design principles as applied in financial services.

### **Mathematics**

- 10.4 Utilizes order of operations to simplify and evaluate procedures.
- 10.5 Utilizes formulas in interpreting financial data.
- 10.6 Collects and organizes data to construct and interpret graphs, tables, and spreadsheets.
- 10.7 Solves financial problems dealing with return on investment, interest rates, unit costs, etc.

### **Science**

- 10.8 Assesses the importance of environmental considerations in decision making.

### **Social Studies**

- 10.9 Interprets the significance of historical events.
- 10.10 Relates the consumer decision-making process with financial services offered.
- 10.11 Compares demographic, psychographic, and geographic factors.
- 10.12 Measures the impact of legal and ethical issues.

10.13                Examines the impact of Federal Reserve actions on the economy.

INTEGRATION/LINKAGES

Language Arts, Mathematics, Biology, Economics

SAMPLE PERFORMANCE TASKS

- Design a promotional plan for in-home banking for senior citizens.
- Design a graph or table comparing the investment choices for various retirement vehicles.
- Write a report on how a historical event has influenced banking today (i.e., significant recessions, the savings and loan scandal, etc.).

## SUGGESTED RESOURCES

### SCANS

Small Business Administration

Personnel from local financial institutions

*Marketing Practices and Principles*; Glencoe

*Marketing Foundations and Functions*; Southwestern

*Occupational Outlook Handbook*

*Personal Business Management*, Ryan, 2nd Edition, Southwestern Publishing, 1991, Staats,  
William & E.D. Sledge

*How Chuck Taylor Got What He Wanted*; 2nd Edition, Credit Counseling Services of Louisiana, Inc.,  
1997, Federal Reserve Bank

*Marketing Essentials*; Glencoe

MarkEd – Marketing Education Resource Center

MarkEd Laps

National Marketing Education Standards

Chamber of Commerce

Secondary Social Studies Framework